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ABSTRACT

Realizing the need for in-service workshops and graduate-level courses for middle-school practitioners, the College of Education Continuing Education Program of the University of Pennsylvania conducted a series of three-credit, graduate-level workshops throughout southeastern Pennsylvania during the summer of 1974. This is an ongoing workshop series, and it will be continued during 1975. The workshop series was a competency-based, in-service teacher education program designed for middle-school teachers with actual middle-school teaching experience. The course was basically an investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle-school movement. Focus was on the relationships of theory to practice. (This document contains a description of the course, a copy of the workshop planning questionnaire, and a chart of the workshop objectives and procedures.) (PB)

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DICKINSON COLLEGE
Carlisle, Pennsylvania

COURSE TITLE: Curriculum, Instruction, and Communication in the Middle School

ABSTRACT: An investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle school movement. Focus will be on the relationship of theory to practice.

RATIONALE: While the middle school movement represents a viable alternative to public school adolescent education in the United States, many zealous educators have established middle school programs with almost complete disregard for preservice and inservice training for faculty and staff. Inservice workshops and graduate level courses for middle school practitioners are of paramount importance in maintaining progressive and effective middle school programs throughout the Commonwealth.

This three-credit graduate level course offering will be conducted as a workshop during the summer of 1974. Superintendents, middle school principals and middle school teachers in selected Chester County public school districts were interviewed during November 1973, and it was determined that there was a definite need for a graduate level course focusing on the middle school. A questionnaire was administered to approximately 75 potential graduate enrollees during January 1974 to identify specific topics and activities for consideration in the course.

The workshop is designed for middle school teachers with actual middle school teaching experience. The workshop is not a survey or orientation program but rather a program for middle school practitioners. Provisions will be made for graduate students with limited middle school teaching experience or formal course work.

TEXT: The workshop will reflect a multimedia approach. Action group sessions, seminars, and small group discussions will highlight the program. All reading materials, exercise worksheets and audiovisual equipment will be provided. No text will be required for the participants will actually assist in the preparation of a middle school guide book during the workshop.

EVALUATION: In addition to evaluation procedures included in the course proposal, objective and subjective evaluation instruments will be administered to all graduate students at the completion of the course. A follow-up questionnaire will be administered to all participants six months after the completion of the course to determine the long-range effect of the workshop in influencing change and positive programs in the target school districts represented in the workshop.

SUBJECT: Middle School Action Workshop Schedule

TITLE: Curriculum Instruction, and Communication in the Middle School

Session	Time	Topics
1	8 - 12	Introduction to the Middle School - Innovations, Staffing, and Organizational Patterns - Responsibilities of Administrators, Teachers, Paraprofessionals, Parents, and Students.
	1 - 3	Exemplary Programs in the Commonwealth and Throughout the Nation - Junior High Versus the Middle School.
	3 - 4	Instructor-Student Conferences.
2	8 - 12	Individualizing Instruction - The Cognitive, Affective, and Psychomotor Learning Domains - Writing Specific Learning Outcomes.
	1 - 4	Constructing Learning Packets.
	4 - 5	Instructor-Student Conference.
3	8 - 12	Media and Educational Technology - Audiovisual and Multimedia Programs in the Middle School.
	1 - 4	Media Preparation for Learning Stations, Resource Centers, and Learning Laboratories.
	4 - 5	Instructor-Student Conferences.
4	8 - 12	Communications Processes - Systematic Classroom Observation.
	1 - 3	Classroom Climate and Classroom Management.
	3 - 5	Psychology of the Adolescent Learner.
5	8 - 12	Value Clarification - Value Education.
	1 - 4	Role Playing and Psychodrama Techniques for Improving Professional Staff Communication and Cooperation.
	4 - 5	Instructor-Student Conferences.

Session	Time	Topics
6	8 - 12	Certification Practices for Middle School Educators.
	1 - 3	Teaching Competencies for Middle School Educators.
	3 - 4	Summary - What's It All About?

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MIDDLE SCHOOL ACTION WORKSHOP PRELIMINARY PLANNING QUESTIONNAIRE

Dr. Sylvester Kohut, Jr.
Dickinson College

Years of Professional Teaching Experience _____
Years of Middle School Teaching Experience _____
Total Credit of Graduate Level Course Work in the Middle School _____

The generic statements refer to curricular and instructional concerns, educational community cooperation, communication dynamics, and psychological aspects of middle school teaching.

DIRECTIONS: Select and rank in order of your professional priority the topics which should be included in an action workshop for middle school practitioners. Rank the topics from 1 through 18 by placing theaappropriate number in the space provided. Therefore, the most important topic should be ranked 1 and the least important 18.

Identification, construction implementation, and evaluation of individualized learning materials and activities. _____

Open Education. _____

Interdisciplinary planning and cooperation. _____

Organization of a nongraded, continuous progress program. _____

Curricular innovations in the separate subjects. _____

Interaction analysis and systematic observation -- improving classroom climate. _____

Behavioral objectives and competency based instruction. _____

Responsibilities of the administrator, teacher, paraprofessional, student, and parent. _____

Staffing patterns and organizational grouping of students and teachers. _____

Writing research grants for middle school teacher-oriented programs. _____

Junior high school - friend or foe. _____

Trends and exemplary programs in the middle school movement. _____

Community participation -- a public relations task. _____

Introduction to the middle school theory and practice. _____

Psychology of the adolescent learner _____

Teacher as the counselor. _____

Physical and emotional growth of the adolescent learner. _____

Certification requirements for the middle school teacher -- elementary or secondary orientation. _____

Identify other major topics and activities which should be included in a middle school action workshop from your professional viewpoint. Use back of form.

CONTENT	OBJECTIVES	INSTRUCTIONAL MODES OF
Introduction and Orientation	The Educator Will . . .	
1. Innovations, staffing, and organizational patterns in the middle school.	1. Describe innovations, staffing, and organizational patterns associated with the emerging] middle school.	1. Lecture-recit readings, and cussion.
2. Responsibilities of the administrator, teacher, paraprofessional, parent, and student.	2. Compare and contrast the roles and responsibilities of the chief administrator, teachers, paraprofessionals, parents, and students.	2. Lecture-recit readings, and cussions.
3. Exemplary programs in the Commonwealth and throughout the Nation.	3. Read and review selected literature concerning model middle school programs and projects throughout the Commonwealth and the Nation.	3. Review of sel research repo middle school
4. Junior high versus the middle school.	4a. Recall the historical development of both the junior high and the emerging middle school.	4a. Required read 4b. discussion.
	4b. Identify the differences between the traditional junior high and the emerging middle school.	
	4c. Formulate a model for implementing middle school approaches and programs in a traditional or contemporary junior high.	4c. Small action late a model middle school practices in junior high.

COMPETENCY-BASED MIDDLE SCHOOL WORKSHOP

CTIVES	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
. . .		
)vations, staffing, tional patterns th the emerging] .	1. Lecture-recitation, required readings, and small group discussion.	1. Using a survey instrument, the educator will describe and appraise his middle school in terms of curricular programs.
contrast the roles ilities of the trator, teachers, nals, parents, and	2. Lecture-recitation, required readings, and small group discussions.	2. The educator will prepare a written report contrasting the responsibilities and duties of the administrator, teacher, paraprofessional, parent, and student in his middle school with recommended descriptive guide.
iew selected litera- ng model middle ms and projects e Commonwealth and	3. Review of selected literature, research reports, abstracts, and middle school curriculum guides.	3. None.
istorical develop- the junior high and middle school.	4a. Required readings and small group 4b. discussion.	4a. None
differences between al junior high and middle school.		4b. Cooperation in small action groups 4c. the educator will design a model for implementing middle school approaches and programs in a traditional junior high. Models will be evaluated in open sessions in accordance with recommended guidelines.
nodel for implementing approaches and pro- raditional or contem- high.	4c. Small action groups will formulate a model for implementing middle school approaches and practices in a traditional junior high.	

CONTENT	OBJECTIVES	INSTRUCTIONAL AC MODES OF INS
Individualizing Instruction	The Educator Will . . .	
5. Learning Domains - Cognitive, Affective, and Psychomotor.	5a. Recall the appropriate levels of the cognitive, affective, and psychomotor learning domains.	5a. Lecture-recita filmstrips, an exercises.
	5b. Write specific learning outcomes in the cognitive, affective, and psychomotor learning domains.	5b. Small action g late objective and affective
6. Construction of student self-instructional learning packet.	6a. Construct a student self-instructional learning packet.	6. Lecture-recita presentation, discussion.
Media and Educational Technology		
7. Audiovisual and multimedia programs in a student-centered middle school curriculum.	7. Assess the existing media facilities and media programs in a selected middle school.	7. Demonstration action group s
8. Media preparation for use in learning stations, learning laboratories, and resource centers.	8. Construct and evaluate materials for use in a learning station or learning laboratory.	8. Small action g
Communication Processes		
9. Systematic classroom observations and interaction analysis.	9. Employ selected instruments for the systematic classification of verbal and nonverbal behaviors in the classroom.	9. Demonstration, tapes and requ

ES	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
priate levels of ffective, and ning domains.	5a. Lecture-recitation, readings, filmstrips, and written exercises.	5a. The educator will complete a self-instructional booklet.
earning outcomes affective, and ning domains.	5b. Small action groups will formulate objectives in the cognitive, and affective learning domains.	5b. In a written exercise, the educator will formulate objectives in the cognitive and affective learning domains.
nt self- rning packet.	6. Lecture-recitation readings, slide presentation, and small group discussion.	6. The educator will construct a student self-instructional learning packet in accord with recommended guidelines.
ng media dia programs dle school.	7. Demonstration and small clinical action group sessions.	7. Using a survey guide, the educator will participate on a middle school media inspection and evaluation team evaluating the facilities and media programs of a selected middle school.
luate materials rning station or ry.	8. Small action group sessions.	8. In cooperation with an action group the educator will plan, design, and construct a learning station in accord with recommended guidelines.
nstruments for assification of bal behaviors	9. Demonstration, review of videotapes and required readings.	9. The educator will analyze using an interaction analysis instrument and actual transcript of classroom dialogue with 70% accuracy.

CONTENT	OBJECTIVES	INSTRUCTIONAL MODES OF
Communication Processes	The Educator Will . . .	
10. Classroom climate in a student-centered curriculum.	10. Demonstrate correct classroom management procedures in establishing a student-centered atmosphere which facilitates student involvement.	10. Role playing group discuss
Psychology of the Adolescent Learner		
11. Physical, emotional, and social needs of the adolescent learner.	11. Recognize the physical, emotional, and social needs of the adolescent learner.	11. Lecture-reci discussion,
12. Value clarification and value education.	12. Demonstrate value clarification lessons and techniques.	12. Value clarif stration and
13. Role playing and encounter group techniques for improving communication among middle school educators and staff members.	13. Integrate role playing and selected encounter group techniques in inservice programs for the improvement of professional staff communication and cooperation.	13. Lecture-reci stration and

IVES	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
rect classroom edures in student-centered n facilitates ment.	10. Role playing episides and small group discussion.	10. Following the videotaping of a microteaching episode, the educator will critically analyze the lesson using an appropriate instrument. The educator will counsel the teacher using the results of this systematic observation technique.
hysical, emotional, of the adoles-	11. Lecture-recitation, small group discussion, and selected readings.	11. Written exercise.
e clarification niques.	12. Value clarification lesson demonstration and required readings.	12. The educator will design a value clarification exercise which will be evaluated in accord with established criteria. Selected exercises will be demonstrated.
laying and er group techni- e programs for of professional ion and coopera-	13. Lecture-recitation and demonstration and required readings.	13. Following a role playing and psychodrama session, the educator will specify at least three additional problems or issues which would be explored using similar techniques to improve staff cooperation and understanding.

CONTENT	OBJECTIVES	INSTRUCTIONAL A MODES OF IN
Middle School Certification and Middle School Teaching Competencies	The Educator Will . . .	
14. Certification practices for middle school educators.	14. Discuss current practices in certifying middle school teachers in selected states.	14. Required readi discussion.
15. Teaching competencies for middle school educators and teaching candidates.	15. Propose specific teaching competencies as basic prerequisites for middle school faculty appointments or tenure.	15. Review of Penn Project Report

S	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
ractices in school ted states.	14. Required readings and small group discussion.	14. Cooperating in action groups, the
teaching compe- prerequisites faculty enure.	15. Review of Pennsylvania CBTE Project Report (June 1973).	15. educator will propose specific teaching competencies as basic prerequisites for middle school faculty appointments.

MIDDLE SCHOOL WORKSHOP: AN OVERVIEW

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While the middle school movement represents a viable alternative to public school adolescent education, many zealous educators have established middle school programs with almost complete disregard for inservice training for faculty and staff. Inservice workshops and graduate level courses for middle school practitioners are of paramount importance in maintaining progressive and effective middle school programs throughout the United States.

Realizing this need, the College of Education Continuing Education Program of The Pennsylvania State University conducted a series of three-credit graduate level workshops throughout Southeastern Pennsylvania during the summer 1974. This is an ongoing workshop series and it will be continued during 1975.

The middle school workshop series was a competency-based inservice teacher education program as reflected in the competency-based course outline. The workshop was designed for middle school teachers with actual middle school teaching experience. The workshop was not a survey or orientation program but rather a program for middle school practitioners. Provisions were made for graduate students with limited middle school teaching experience or formal course work.

The workshop participants were directly responsible for determining the content and many of the specific learning activities included in the workshop which was titled "Curriculum, Instruction and Communication in the Middle School." A definite need for the workshop was established after meeting with superintendents, middle school principals and middle school teachers in selected county school districts. Next a "Middle School Action Workshop Preliminary Planning Questionnaire" was administered to approximately 75 potential graduate enrollees. Based on the results of the questionnaire and subsequent discussions, the competency-based inservice program was finalized.

The course was basically an investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle school movement. Focus was on the relationship of theory to practice. Teachers, paraprofessionals, administrators, parents and middle school pupils participated in the program.

The workshop reflected a multimedia approach. Action group sessions and small group discussions highlighted the program. No text was required for the participants for they actually assisted in the preparation of a middle school guidebook during the workshop.